



November 2023

Dear Parents/Carers,

RE: Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

We will start the delivery of the first part of our Relationship and Sex Education when students return in January 2024. We follow The Church of England Education guidance for the delivery of Relationships and Sex Education¹ (RSE) and Health Education (RSHE) which is underpinned by: *two key biblical passages*

So, God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life — life in all its fullness. (John 10:10, GNB)

Slough and Eton approaches RSHE in a faith-sensitive and inclusive way. Our approach seeks to understand and appreciate differences within and across the teachings of the faiths and other communities Slough and Eton school serves. This means dignity and worth to the views of students from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in school. Our RSE teaching will be in accordance with *Christian, Islamic and the Dharmic religious principles and values*.

RSHE will promote healthy, resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position. RSHE will be based on honest and accurate information from quality assured sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that students can learn about their bodies, sexual and reproductive health as appropriate to their age and maturity. We take particular care to meet the individual needs of all students including those with special educational needs and disabilities. We will be using resources designed for SEND students and this year it will be delivered in small groups by our SEN team.

Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE (See APPENDIX 2). Parents cannot withdraw students from Health and Relationship education. Should parents wish to withdraw their children, they are asked to notify the school by contacting the Headteacher. Parents can access the PSHE Association resources used by teachers.

HOW STUDENTS' LEARNING IN RSE WILL BE ASSESSED

Students will be assessed on the RSE topics they have learnt so that we can measure the impact this powerful knowledge has had on your child.

As a school community, we are committed to working in partnership with parents/carers. If you would like to find out more or discuss any concerns, we would urge you to contact the school before the start of the lessons.

Yours Sincerely

D Lombard

Miss Lombard (Associate Assistant Headteacher)

"I have come in order that you might have life - life in all its fullness" (John 10:1-10)

Appendix 1: Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

https://resources.finalsite.net/images/v1621592218/sebmatcom/vzjpujzmlaf2hzi8qk/RSHEPrinciplesandCharter_01.pdf

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

KS3 Relationship Education	KS4 Relationship Education
<ul style="list-style-type: none"> • Our school's Christian foundation holds the belief that we are continually invited into a relationship with a God whose love never fails. (Ethos) • There are different types of committed, stable relationships that can contribute to human happiness and are important for bringing up children. • How to judge whether other children, adults or sources of information are trustworthy; whether a relationship is safe (and to recognise this in others' relationships); and how to seek help and advice, including reporting concerns about others if needed. • What marriage is, including the legal status of marriage, who can marry under UK law (Citizenship), that it is an important relationship choice that should be entered into freely; the characteristics and legal status of other long-term relationships. • For many Religions marriage is a holy bond before God; there are various vows and rituals shared in different ceremonies by Christians and by those of other beliefs. (RE) • For some people the single life is a positive choice. • People of differing beliefs do not always agree about the significance of marriage and whether same-sex couples can be married. (RE) • Stereotypes based on gender, race, religion, sexual orientation or disability can cause damage and we should expect and give respect in school and in wider society. (UK Law Citizenship) • There are different types of bullying (including cyberbullying) and they have an impact; bystanders have a responsibility to report bullying; how and where to get help. • The online rights, responsibilities and opportunities (UK Law - Citizenship); having the same expectations of behaviour online as offline. 	<ul style="list-style-type: none"> • There are families that are not biological and that can offer support and love e.g., the school, the Church, the community are all families. • The roles and responsibilities of parents; what it means to raise children and be faithful, caring parents. • The characteristics of positive healthy friendships in all contexts (including online): trust, honesty, kindness, generosity, boundaries, consent, managing conflict, forgiveness, reconciliation, ending relationships and living with loss. • The positive steps that can be taken to improve or support respectful relationships. • Some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
<p>Parents cannot withdraw a child from Relationship or Health Education</p>	

"I have come in order that you might have life - life in all its fullness" (John 10:1-10)

KS3 Sex Education	KS4 Sex Education
<ul style="list-style-type: none"> • Our school believes we are fearfully and wonderfully made - that God made sex to bring life and wellbeing; sex can be a good and fulfilling aspect of life. (Ethos) • The media can distort how we see ourselves and cause us to regard ourselves negatively or as undesirable; it can diminish our self-esteem. (Media/ Mental health and wellbeing) • How to protect ourselves online, including from sharing or viewing harmful content. (Safeguarding/Media) • How to recognise the characteristics and the positive aspects of healthy, one-to-one, intimate relationships (these include mutual respect; a spiritually careful 'noticing' of the other; consent loyalty; trust; shared beliefs, values, interests and outlook; sex and friendship. • Many people believe that the best place to raise children is within healthy one-to-one intimate relationships. • The choices we make in sex and relationships can affect our mental, physical and emotional health either positively or negatively. • How to understand, identify and manage peer pressure around sex; how to resist peer pressure and not pressurise others. • That we have a choice to delay sex or to enjoy intimacy without sex; that some people may wish to only have sex within marriage and for some people sex is not something they want for themselves. (RE) • The facts about the full range of contraceptive choices and their efficacy. • Where to go to get support or to report a concern. 	<ul style="list-style-type: none"> • Sex is good, God-given and can add to life's joy (Ethos); in some contexts, sex can cause anxiety and pain; sex can become an addictive driver of actions or be used as a manipulative tool and cause harm; it is wise to have good boundaries so that sex brings life and joy. • The concepts of and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, honour-based violence, FGM; how these can affect current and future relationships. • What constitutes sexual harassment and sexual violence and why these are always unacceptable (give reference to Equalities Law 2010 - Citizenship); some types of behaviour within relationships are criminal. (Citizenship) • How people can actively communicate and recognise consent from others, including sexual consent; how and when consent can be withdrawn (in all contexts including online). • Specifically, sexually explicit material can present a distorted picture of sexual behaviour; it can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • Sharing and viewing indecent images of children (including those created by children or young people) is a criminal offence which carries severe penalties including jail. (Citizenship - Law) • How to keep ourselves safe online by understanding the ways information and data is generated, collected, shared. (Safeguarding) • How STIs are spread and how risks can be reduced through safer sex; the importance of and facts about testing. • Reproductive health, including fertility, the facts and choices around pregnancy, miscarriages, and where to get help. • How the use of alcohol and drugs can lead to risky sexual behaviour.

"I have come in order that you might have life - life in all its fullness" (John 10:1-10)

TO BE COMPLETED BY PARENTS

Name of child		Year/House	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
Signed & date	

PSHE Relationship and Sex Education link

<https://resources.finalsite.net/images/v1694778046/sebmatcom/yiehv2eucxyex36n0bzf/RSE23-24DLO1.pdf>

PSHE curriculum for all Key Stages, Click on this link

<https://resources.finalsite.net/images/v1694778041/sebmatcom/uck69fg45f6vwjahyih8/SEPSHE2023-24Programme1.pdf>

"I have come in order that you might have life - life in all its fullness" (John 10:1-10)

"I have come in order that you might have life - life in all its fullness" (John 10:1-10)